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Renaissance Idol Project

Each student will be choosing a famous personality from the Renaissance

YOUR PERSON/ _____ Date of presentation _____

You will need to use three resources to gather information. DO NOT USE WIKIEPEDIA. You must site your references. Use the same format as you did in science to site your resources (see differentiation for levels of research))

Your presentation will have two components

1. A three minute speech that following the format listed below
2. A technology component of minimum of 5 visual slides/video that will accompany your speech.

SPEECH REQUIREMENTS

SECTION ONE: You will start with a “*catchy hook*” to get your audience interested in what you have to say. This will be your introduction and you will inform your audience of who you are and your occupation. (Example –Michelangelo – famous printer/sculptor).

SECTION TWO: You will do a biographical sketch of the person.

SECTION THREE, You will detail various works/inventions/events that made him/her famous.

SECTION FOUR: You will go into depth on one of his/her famous works and technique(s) used.

SECTION FIVE: This will be your analysis and conclusion. In this section you will state the impact of your person on the modern world today. Yes, everyone’s topic does impact today. You will also need a concluding statement (no thank you for listening to my presentation) that reaffirms why you should be the renaissance idol.

BIBLIOGRAPHY: attach bibliography to your presentation notes and also last slide of your powerpoint/movie

PRESENTATION: You may use an outline or note cards when you present. You cannot read from an 8x11 piece of paper.. It must be a MINIMUM of 3 minutes.(see differentiation section for levels)

Technology Component

You need to create a visual slideshow – still photos or video to accompany your speech.

You **may not** put your speech on the slides.

You need a minimum of five slides that are used though out the speech and not at the end

Examples = identified works of arts, maps, self- portrait, places where they lived, documents,)

You may add background music

You may also voice over your speech instead of presenting it live – but you must be able to field questions by the audience after the presentation.-(option- you may want to superimpose yourself talking in the slides if you are creating a movie)

Assessment

1. rubric for evaluation on presentation – short term evaluation
2. notes taken on the importance of each person presented which will be used on final assessment
3. Final assessment is a Persuasive essay – Describe which 6 individuals or events by individuals (example Martin Luther and the reformation) had the most impact on the Renaissance period.- use your notes to defend your answer.

They should also be ranked in your estimation of importance and your reason for the ranking (analysis)

Differentiated Instruction

Research differentiation

1. Level one – a hard copy handout of reading level appropriate material for students to use for speech with graphic organizer on categories or designated site given by teacher or media specialist that has been read into the Kurzweil 500/ (also will have graphic organizer to place research)- modified to only one site instead of 3
2. Level two A organized list of appropriate sites will be given - must get information from 3 sites from this list.
3. Level Three Students will use only 2 sites from the organized list – third site needs to be from a non-internet source, museum site or expert, or primary source document(example diary)

Presentation and technology differentiation

1. Level one – students will present using note cards and have a five power point visual of works, portraits, maps, ect. of their famous personality to accompany their speech.
2. Level two – students will dress as personality and will use note presentation on note cards and have a five power point visual of works, portraits, maps, ect. of their famous personality. There must be a different theme for each of the five slides (example you can't have 5 slides of five pictures painted by the artist) They may also add background music
3. Level three – Students will use a voice over on their presentation with timed powerpoint that accompany content of voice over. They may also add background music
4. Level four – students will use movie option on active studio to place themselves in the visuals to present their information as they were the artist, scientist, inventor of the Renaissance (costume is required when filming) Background music for intro slide and impact slide is required).

State standards

History standard:

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

History benchmark

Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Indicators Describe the impact of new ideas and institutions on European life including:

1. The significance of printing with movable type
2. Major achievements in art, architecture and literature during the Renaissance;
3. The Reformation.

Describe the effects of interactions among civilizations during the 14th through the 18th centuries

People in society standard:

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government

People in society benchmark

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government

Indicators Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Social Studies skills and methods standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Social Studies Skill and method benchmark Organize Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions

Indicators Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and value

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Geography Benchmark

Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

Indicators Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: